

VISIT...

LANZAROTE
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MATERIALS
Segment and Blend Phonemes


5–8 minutes

Say the word *streak* sound-by-sound: /s/ /t/ /r/ /ē/ /k/. Ask the child to blend the sounds together to say the word. Repeat with the word *ground*: /g/ /r/ /ou/ /n/ /d/. After the child has blended the word, have him/her tell you how many sounds he/she hears in the word (5).

Say the following words one at a time. Have the child repeat each word, segment the sounds, and tell you how many sounds he/she hears in each word.

tutor: *splash*; **child:** /s/ /p/ /l/ /a/ /sh/ (5)

tutor: *place*; **child:** /p/ /l/ /ā/ /s/ (4)

tutor: *bought*; **child:** /b/ /ô/ /t/ (3)

tutor: *cloth*; **child:** /c/ /l/ /ô/ /th/ (4)

tutor: *charge*; **child:** /ch/ /är/ /j/ (3)

tutor: *droop*; **child:** /d/ /r/ /ō/ /p/ (4)

**Workmat;
Counters**

Give the child the workmat and five counters. Say the word *brown*. Have the child tell you how many sounds he/she hears in the word. Have the child choose the appropriate set of boxes on the workmat (4), and push a counter into each box for each sound he/she hears in the word *brown*. If the child has difficulty, demonstrate how to push the counters as you say the sounds: /b/ /r/ /ou/ /n/.

Repeat the steps with the following words: *plow* (3), *sprout* (5), *chow* (2).

Game cards

Name each picture with the child: *bat*, *coat*, *fan*, *cup* (3 sounds); *hand*, *fist*, *lamp*, *milk*, *broom*, *crab* (4 sounds); *rocket*, *shrimp*, *stump*, *spider*, *trunk*, *zebra* (5 sounds). Shuffle the cards and spread them out face down on the table. Have the child turn over two cards and segment the sounds in the picture name. If the two words have the same number of sounds, the child can keep the cards. If not, the child turns the cards over. It is now your turn.

Manipulate Final Phonemes


3–5 minutes

Say the word *brace*. Tell the child that you can make a new word by replacing the /s/ sound at the end of the word with the /d/ sound. Say the new word: *braid*.

Have the child change the /d/ at the end of *braid* to /n/ and tell you what new word he/she has made (*brain*). Then have the child change the /n/ in *brain* to /k/ and tell you the new word (*break*).

Have the child make new words by changing:

the /s/ sound in *nice* to /n/: *nine*

the /n/ sound in *nine* to /t/: *night*

the /t/ sound in *night* to /f/: *knife*

the /f/ sound in *knife* to /l/: *Nile*

MATERIALS

Read-aloud
book

Then have the child make new words by changing:

- the /ld/ in *bold* to /t/: *boat*
- the /mp/ in *champ* to /nt/: *chant*
- the /nd/ in *ground* to /s/: *grouse*
- the /nk/ in *drink* to /ft/: *drift*

Manipulate Medial Phonemes



3–5 minutes

Say the word *champ*. Tell the child that you can make a new word by replacing the /a/ in the middle of the word with the /i/ sound. Say the new word: *chimp*. Have the child change the /i/ in the middle of *chimp* to /o/ and tell you what new word he/she has made (*chomp*).

Have the child make new words by changing:

- the /a/ sound in *cast* to /ô/: *cost*
- the /ô/ sound in *boast* to /ē/: *beast*
- the /e/ sound in *bet* to /i/: *bit*
- the /ē/ sound in *steep* to /e/: *step*

Optional Listening Activity

Read the book *Chico Sees a Ghost* or a title of your choice to the child. Show the child the cover illustrations and ask him/her to predict what the story might be about. Tell the child to listen for words with the /ô/ sound as in the words *Chico* and *ghost*. Model fluent reading using appropriate expression. Pause occasionally before turning the page to ask: *What do you think might happen next?*

When you have finished reading the story, involve the child in a brief discussion about the book by asking questions such as these: *Did you like the story? Why or why not? How would you describe Chico? Was there a ghost in the mine? How do you know?*

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